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ABSTRACT

The document is a learning package on purchasing food, designed for use by instructors in adult consumer-homemaking programs. The target population is adults in socioeconomically disadvantaged inner city and rural areas. The four units are: shopping tips for food, labels for food, grades of food, and brands for food. The units may be used together or individually. Each unit follows the same format: behavioral objectives, a motivational learning activity, learning activities to help the participants achieve the stated objectives, evaluation activities suggested for the instructor, and instructor references. At the end of each unit there are materials which may be duplicated and distributed as handout items or used to make overhead transparencies. A source list gives the names and addresses of places from which resource materials may be obtained. (Author/AJ)

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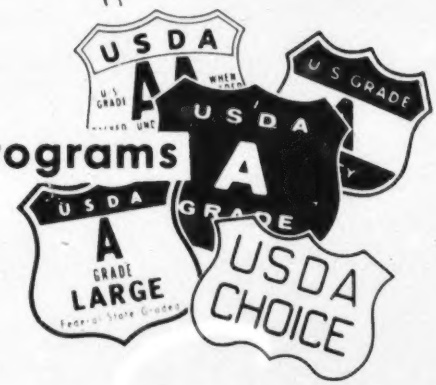
TIPS ON FOOD PURCHASING

Ideas for Instructors of Consumer - Homemaking Programs



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FOREWORD

Consumer-homemaking programs are designed to help meet the needs of individuals living in socioeconomically disadvantaged areas. These programs encompass the range of topics generally associated with home economics education. Attendance is voluntary, and sustained attendance is dependent upon the ability of the activities to satisfy individual needs. Many of the participants have lost faith in formal education; thus, the methods, techniques, and materials that are used need to be innovative and selected in terms of their appropriateness for specific individuals.

The development of materials designed to help individuals improve their effectiveness as they work with participants in local consumer-homemaking programs in the State was initiated by the late Laura M. Ehman and completed under the direction of Elizabeth A. Brown, Chief of the Bureau of Home Economics Education. The purpose of this publication is to provide supervisors and instructors with instructional materials on the buying of food in order that participants might be able to improve their shopping skills.

Appreciation is expressed to Polly Spedding of Geneva for the development of the materials used in this publication. Assistance relating to content was provided by Janet E. Popp, associate in the Bureau of Home Economics Education. Nelson S. Maurer, associate in the Bureau of Continuing Education Curriculum Development, coordinated the project and prepared the manuscript for publication.

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OVERVIEW

This learning package on purchasing of food is designed for use by instructors in adult consumer-homemaking programs. The target population for these programs is generally adults in socioeconomically disadvantaged inner city and rural areas. The four units in this package include Shopping Tips for Food, Labels for Food, Grades of Food, and Brands for Food. The units may be used together as a comprehensive program on shopping for food, or they may be used individually to meet specific needs. Each unit follows the same format and the different sections are explained below.

Objectives. Behavior stated in terms of the accomplishments that the participant is expected to achieve at the conclusion of the unit.

Motivating Procedure. A learning activity designed to arouse a participant's interest in the unit.

Learning Experiences. Selected activities designed to help the participants achieve the stated objectives. References noted in the learning experiences may be found in the special envelope for each unit.

Appraising Learnings. Suggested activities designed to assist the instructor in evaluating how well the participants have achieved the objectives for the unit.

Instructor References. Selected books, booklets, and articles from periodicals are listed that relate to the unit content and the general topic of purchasing food.

At the end of each unit there are materials which may be duplicated and distributed as handout items or used to make overhead transparencies. Directions for making transparencies from printed masters may be found on page 53.

A Source List has been included that gives the name and address of places from which possible resource materials may be obtained.

The topic of buying food may be introduced several ways. Be alert to conversation among the participants that might indicate they are having problems related to the purchasing of food. The instructor can indicate his willingness to help and suggest that the group may wish to consider the problem together. Each participant has experiences to share which relate to the buying of food. Be sure to take advantage of these experiences and to involve as many participants as possible when discussing the various units in this learning package.

SHOPPING ...TIPS

FOR FOOD

FOOD PURCHASING

SHOPPING TIPS FOR FOOD

About 25 percent of the family income is spent on food. According to information in *Be a Better Shopper*, published by Cornell University, it is possible to reduce the grocery bill from 12 to 15 percent by being careful and using recommended shopping procedures. The money saved can be put in the bank or used to pay bills and buy things which had been planned for a later purchase.

When a consumer shops at a supermarket, he is able to make his selections from thousands of different items. The merchandising of these items is very important to the various manufacturers and processors. To persuade the consumer to purchase one product in place of another, many enticing promotional programs have been developed. Also, new products are being introduced regularly and the old favorites are undergoing changes in package design. Thus, a trip to the supermarket calls for careful planning and considerable decisionmaking relative to the price, quality, quantity, and type of foods and food products to buy.

Objectives

When the participant completes this topic of instruction, he will be able to:

- select the most suitable and convenient type of packaging available for the food products he purchases
- utilize the services of different types of food markets to satisfy his various needs
- make wise choices when purchasing foods and food products by considering his needs, the intended use of the products, time available for food preparation, and facilities for storage
- use the unit cost method to select the container size that is the most economical when the same food is marketed in different-sized packages
- stretch his food dollar by using recommended shopping procedures
- interpret the laws and regulations that affect the food and food products he purchases and report violations when they come to his attention

Motivating Procedure

Display advertisements from local food markets. Have participants identify information about the products advertised that may be used when preparing a shopping list, such as size of container, brand, grade, and price. Also, have participants discuss factors they consider when selecting specific products, such as size of family, price versus quality, intended use of products, and type of storage facilities available.

Learning Experiences

- Display one or more identical types of foods packaged in different materials such as plastic, paper, metal, glass, and cardboard. Examples might include dry macaroni, prepared mustard, and soups. Ask participants to tell which type of package they would select and why.

- Ask participants to give reasons why food products are packaged in different ways. Use the following questions to stimulate discussion.

  Why are food products packaged?

  How is the nutritional quality of a food protected by the package?

  What additional factors influence the type of packaging a processor uses to market his product?

  What type of packaging do you look for when purchasing such foods as fresh fruits and vegetables, meats, fish, poultry, eggs, baked goods, frozen foods, juices, and soups?

  How does your home storage facilities for food influence the type of food package you purchase?

- Arrange a field trip to a nearby cannery, food processor, or bottling plant to see how specific foods are packaged. Discuss with the class before the trip the details to look for and questions to ask.

- Display a variety of food packages and have participants discuss how the shape, color, and size of the package as well as the design of the label may influence the choice that the consumer makes for a specific product.

- Invite a manager of a grocery store or supermarket to discuss such items as the advantages of various types of packaging materials, different sizes of containers, ways packaging design is used to influence sales, how package shape affects product displays, and specific problems caused by packaging. Have a question and answer period following the discussion.

- Have participants discuss some of their concerns relative to storing food, such as size and shape of container and whether the food is fresh, frozen, or canned. Show some sample storage devices that can

be easily made, such as step shelves and dividers. Use as a reference *Cardboard Storage Devices*.

- Discuss different types of food stores, the advantages and disadvantages of each, and some points on how to select a store that will meet the individual's needs. Have participants share experiences they had shopping at different types of stores. Summarize topic by duplicating and distributing Selecting a Food Store found on page 17.

- Make a bulletin board display of newspaper articles and advertisements about various food products or shopping tips. Discuss tips for purchasing common food products such as beef, fresh fruits and vegetables, eggs, and dairy products. Use such references as the Cooperative Extension Consumer Education leaflets, *Your Money's Worth in Foods* and *The Professional Shopper*. Encourage participants to share shopping hints they have found helpful.

- Prepare several foods such as bread and rolls and cakes from prepared mixes, ready-to-bake form, and equivalent standard recipes. Have participants compare the homemade foods with the convenience foods, considering such items as flavor, appearance, time required for preparation, actual cost, and situations appropriate for each method. Use as reference *The Professional Shopper*.

- Have participants develop menus to meet the needs of their families using a reliable food plan such as the USDA's Daily Food Guide and make out shopping lists based on these menus. Use such references as *Your Money's Worth in Foods*, *Family Food Budgeting*, *Family Food Buying*, and *Nutrition Education*.

- Explain unit pricing and show how to use it to determine the container size that is the most economical when the same food is marketed in different-sized packages. Point out that such other factors as the amount of the food product needed, storage facilities, and money available must also be considered before the final selection is made. Use as a reference *The Professional Shopper*. Prepare and distribute the Comparative Shopping Worksheet found on page 18. Prepare a list of foods that are bought in different-sized packages and include the weight and price of each container. Have participants record the information on the Worksheet and compare the unit price for each item. Duplicate or have participants obtain copies of the *Shoppers' Cent Saver* or order copies of the *Tru-Cost Computer* from the Rueby Process Co., Inc. to assist in making some of the calculations. Explain how to use unit pricing when shopping for food.

- Show how to compute the price per serving and explain how to use the information to determine the most economical form of food to buy when several forms are available. Prepare a list of similar food products, such as bread, rolls, or vegetables (fresh, canned, and frozen), and include the price and number of servings for each item. Have participants record the information on the Comparative Shopping Worksheet found on page 18 and compute the cost per serving for each food product. Explain how the price per serving may be used when

planning menus and selecting food products at the store. Use such references as *Your Money's Worth in Foods* and *Family Food Buying*.

- Explain how a shopping list may be used to save time and money. Include such points as:

  Planning meals ahead of time

  Checking food supplies on hand

  Reading advertisements to find the "good buys" and noting the ones that should be considered

  Making a list of all food products needed

  Following the list when shopping

  Use such references as *The Professional Shopper* and *Your Money's Worth in Foods*.

- Discuss how laws relating to food and food products protect the consumer. Explain how to detect and report food law violations. Ask participants to share experiences they have had that relate to laws and regulations concerning food and food products. Use such references as *Food in the Light of the Law*, *We Want You To Know What We Know About the Laws Enforced by FDA*, FDA Factsheets, *Food Ads*, *Advertising and Marketing of Food for Sale at Retail*, and *Rules and Regulations Relating to Meat for Sale at Retail*.

- Discuss the considerations that affect a person's shopping skills. Include such points as:

  Planning meals before going to the store

  Checking food advertisements for bargains and special offers

  Preparing and using a shopping list

  Shopping in at least two food stores and at a time when the stores are less crowded

  Buying fresh produce when it is plentiful and, if possible, canning or freezing some for later use

  Buying the amount that is needed

  Purchasing food products in quantity when the price is low and storage available

  Keeping a record of the amount of money spent for food

  Using the price per unit to help determine the most economical size and form of food to buy

Comparing the cost of name brand products with equivalent quality store brand products

Checking dates on all fresh dairy products and baked goods to obtain the best buys

Substituting less expensive but nutritionally equivalent foods for more expensive foods such as dry, evaporated, or skim milk in place of fresh whole milk; and ground beef, beef chuck, chicken or fish in place of porterhouse steak.

Comparing the cost of ready-to-eat and convenience foods with mixes and home-prepared foods

Use such references as *Your Money's Worth in Foods*, *Family Food Budgeting*, *Storing Perishable Foods in the Home*, and *The Professional Shopper*. Duplicate and distribute as take-home material Shopping for Food found on pages 19 and 20.

Appraising Learnings

- Have participants indicate ways their shopping habits have changed as a result of this unit.

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VIDEOTAPE

Shopping for food wisely. Albany, City Schools. 1973. 19 min. One-half inch tape. Loan - State Education Department, Bureau of Home Economics Education. Albany, N.Y.

SELECTING A FOOD STORE

Basically, food stores offer the shopper a choice of products, prices, and services. Some stores feature a wide variety of food products with low prices but offer few services. Other stores emphasize the services they provide but make no mention of the prices they charge. Services cost money and are often hidden in the price of food. Some of these services that add to the price of food include trading stamps, delivery, and credit. Thus, it is up to the consumer to determine how much of his food dollar he wants to pay for services.

In the course of a week, a shopper might utilize several different types of stores, depending on his need for quality, convenience, or price. For example, the consumer may go to a speciality store such as a meat market because the store offers the type and quality of product that is desired. The consumer may shop at the neighborhood store because it is easy to get to, credit is available, and a friendly and personal attitude usually exists. Sometimes the individual might choose to shop at the supermarket because of the large variety of products available along with prices that are competitive due to the high volume of business and limited services.

The shopper's choice of a store may be influenced by the following:

Conveniences Offered
- Layout of store - wide aisles, low shelves, automatic doors
- Location - distance from home and transportation available
- Products - wide variety including some nonfood items
- Services - carry-out service, cashing of checks, a delicatessen

Food Products Available
- Prices - specials offered for individual food items and overall total bill
- Quality - type desired by shopper
- Variety - range in prices, quality, and size and type of containers

Customer Relations
- Personnel - helpful, friendly, courteous, and honest
- Facilities - neat, clean, and comfortable
- Attractions - trading stamps, specials, premiums, advertising

COMPARATIVE SHOPPING WORKSHEET

Directions: Record in the proper place the name of the food product, weight of the package, price per package, and number of servings for each item being considered.

Price per unit. To find the cost per ounce, divide the price per package by the number of ounces in the package. If the price per pound is desired, multiply the price per ounce by 16. Use *The Shoppers' Cent Saver* and the *Comparison Shopper* to make some of the calculations.

Price per serving. To find the cost per serving, divide the price of the package by the number of servings in the package. If the number of servings is not given, estimate the number of ounces needed for a serving (see *Family Food Buying*) and divide this figure into the total number of ounces in the package.

Name of Food Product	Weight of Package	Price per			Servings	
		Package	Oz.	Lb.	Number	Cost/per.

SHOPPING FOR FOOD

Is shopping for food a job that you anticipate with confidence and enjoyment or with concern and alarm? Are you trying to stay within a budget and still have nutritious meals? Unquestionably, selecting and buying food for your family is one of your most important jobs. Approximately one-fourth to one-third of your spendable income goes for food, and an equal or larger percent of your time and energy is spent in shopping for food.

There is no one formula for getting the best food buys. As a shopper, you have to consider such factors as food preferences, nutritional needs, money budgeted or allocated for food, cooking and storage facilities, and the amount of time and energy available for food preparation.

At Home

Plan your menus at home. Use a reliable daily food guide to ensure a proper supply of nutrients and calories. Learn what foods can be substituted for others within the same group. Before you shop, plan the meals to be served during the period for which you are shopping.

For information about good food buys, listen to radio and television programs on food and read and study retail food store ads and food columns. Know when different foods are in season and selling at a lower price.

Make a quick inventory of food on hand. This will avoid overbuying and duplication. Be realistic in estimating your storage and preparation facilities for fresh, frozen, and canned foods. Also, consider your family's preferences for specific foods.

Make out a shopping list. This comes from your menus and a check of your staple supplies. Keep the shopping list flexible in order to take advantage of unadvertised specials or weekly sales.

A shopping list, even a rough one, can hold in check the amount of impulse-buying you do. Organize your list according to the location of foods in the store to save time and energy.

In The Store

Shop carefully. Take advantage of quantity sales only if you have proper storage facilities and if these foods represent really "good buys."

Determine how much of the food you are buying is edible. Consider the amount of waste due to bone, paring, or poor quality when making a food choice. A realistic way of determining the actual cost of a particular food is to figure the "cost per serving." This also allows you to compare the cost of a food in its different forms (fresh, frozen, canned, or dried).

To find the cost per serving of any food, divide the total price by the number of servings you expect to get. The cost per serving plus your consideration of time and energy to be spent in preparation form a realistic basis for buying decisions.

Do your shopping on a day and at a time when stores are least crowded. Usually, stores are not as busy in the mornings early in the week as they are in the evenings later in the week.

Learn to judge quality by recognizing the natural signs in fresh foods, such as appearance, weight, color, and texture. The more you shop, the easier it will be to use these signs. Some foods are graded for quality. These grades are established to facilitate your buying. Learn which foods are graded and what the different grades mean. Information on grades of food is available from the instructor.

Read the labels. They are the windows of the packages and cans. Federal law requires the name of product; name and address of manufacturer, packer, or distributor; net weight of contents; and list of ingredients in descending order by weight to be shown on the labels of food shipped across state lines. In addition to the mandatory information, many labels carry other items such as number of servings per container, size of serving, nutritional information per serving including the U.S. Recommended Daily Allowances, grade of product, directions for using, and recipes. Information on labels for food is available from the instructor.

When Accounting Time Comes

Below are some clues why your food bill may seem high:

- Are you including more than food? Even though you buy such items as paper goods, cleaning supplies, cigarettes, drugs, and cosmetics in the same market as food they are not food items and should not be counted as food costs.

- Are you doing a great deal of impulse buying? Planning menus and making a shopping list before going to the store can cut down on impulse buying which skyrockets the food bill.

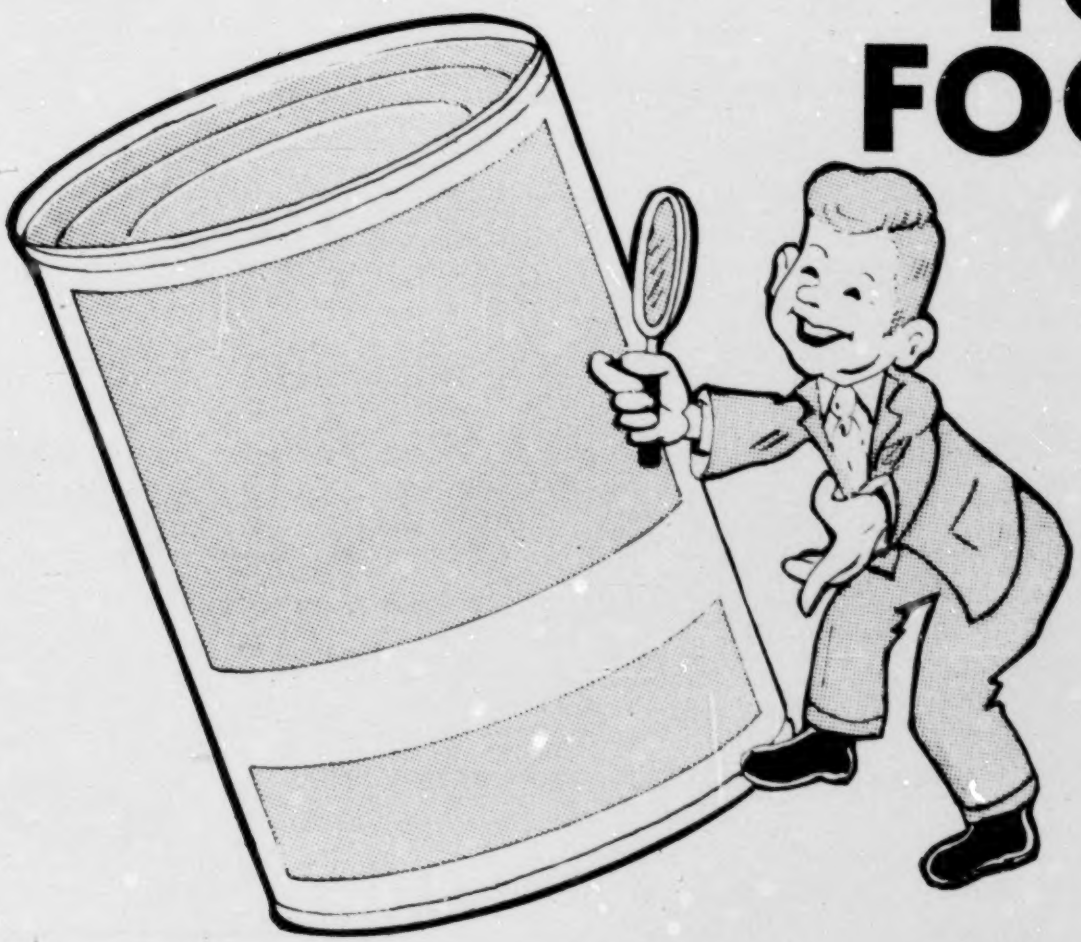
- Are you practicing false economy by buying low quality products just because they are cheap? Are you overbuying and wasting leftovers? Planning, taking time to shop, and learning to recognize quality can help to cure these ills.

The ultimate test of your success as a food shopper is a balanced food budget as well as a happy, healthy family who enjoy delicious, nutritious, and attractive meals.

Adapted from *Let's Go Food Shopping* by Jean Judge, Leaflet No. 308-A, published by the College of Agriculture and Environmental Science, State University at Rutgers, New Brunswick, N.J.

LABELS

FOR FOOD



FOOD PURCHASING

LABELS FOR FOOD

A label might be considered a window which helps the consumer to obtain the product he really wants. It tells him what is in the package and this information may aid him in making a wise decision which in some cases saves him money. Also, the consumer can often obtain more nutritious foods at a lower cost if he knows how to evaluate the information given on the label.

Objectives

When the participant completes the topic of instruction, he will be able to:

- select food products which meet his needs by using the label information found on the products
- take appropriate action when labeling violations are recognized

Motivating Procedure

Distribute copies of labels from different kinds of food products. Ask participants to identify the type of information they can find on their food labels. Develop a master list on the chalkboard and place a check after those items that appear on all the labels. Keep this list and refer to it when discussing the information that is required by law to be on all labels.

Learning Experiences

- Discuss the basic information that is required on all labels and point out the additional information that may be found on some labels. Use the overhead transparency with overlay, Basic Label Information, found on pages 26 and 27 for those items that must appear on all food labels. Use the overhead transparency with overlay, Additional Label Information, found on pages 28 and 29 to highlight other facts that are sometimes included on labels. The directions for making a transparency may be found on page 53. Also, indicate specific products such as meat and poultry that require additional label information. Use such references as *Read the Label, We Want You To Know About Labels on Foods, About the Meat You Eat, Meat and Poultry Labeled for You,* and *Meat and Poultry Standards for You.* Additional copies of FDA bulletins may be obtained from the District Office of FDA in Buffalo, N.Y. for distribution to participants.
- Show how to interpret the information found on food labels by using the slides, *Labels for Food.* The script for the slides is found on pages 30 to 34.

- Show how to use the nutritional information that appears on some food labels to plan family meals or menus for individuals needing special diets. Use such references as *The New Look in Food Labels*, *We Want You to Know What We Know About Nutrition Labels on Food*, *Nutrition Labels-Terms You Should Know*, *Nutrition Labels and U.S. RDA*, and *Metric Measures on Nutrition Labels*.

- Invite a manager of a food market to the center or take a field trip to a food store and ask the manager to explain the coding of various perishible packaged products such as milk and baked goods and to tell how this coding affects the merchandising of these products.

- Invite a speaker from the local Food and Drug Administration office to discuss the latest information regarding labels and nutritional information and the services of the FDA available to the consumer.

- Discuss the services of the FDA that are available to the consumer. Use as references a slide set, "We Want You to Know About FDA", available from the District Office of FDA for a short term loan and the following FDA publications: *FDA Fair Packaging and Labeling Act*; *How the Consumer can Report to FDA*; *Enforcing the Food, Drug, Cosmetic Act*; and *We Want You to Know What We Know About the Laws Enforced by FDA*.

- Explain how a consumer can make a valid complaint of a label violation. Consider such items as identifying people, agencies, or organizations that would be interested in a consumer complaint including the food store manager, distributor, packer, State Attorney General, local Better Business Bureau, the FDA, and the Consumer and Marketing Service of the USDA. Also, point out the facts that are necessary to justify a complaint including the product, date and place of purchase, reason for the complaint or dissatisfaction with the product, and suggestions for improvement.

- Have participants measure some common size servings based on the package label directions. Use a small scale and a variety of bowls and dishes to determine the following:

  Size of a one-ounce serving of several kinds of dry cereals

  Size of a one-half cup and a two-thirds cup serving of pudding

  Number of slices of bread in one-quarter pound and one-half pound

- Ask participants to bring in one or more labels they have found to be particularly clear and informative. Discuss the procedure for writing a letter complimenting a manufacturer that his labels have been helpful.

Appraising Learnings

- Have participants discuss how the information presented in this unit has changed their shopping habits and helped them to save money.

Provide bulletin board space to display shopping hints which participants have found helpful.

Instructors Reference

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Cross, J. *Truth in labeling.* Nation. 214: 754-757. June 12, 1972.

Food dating: now you see it, now you don't. Consumer Reports. 37: 391-394. June 1972.

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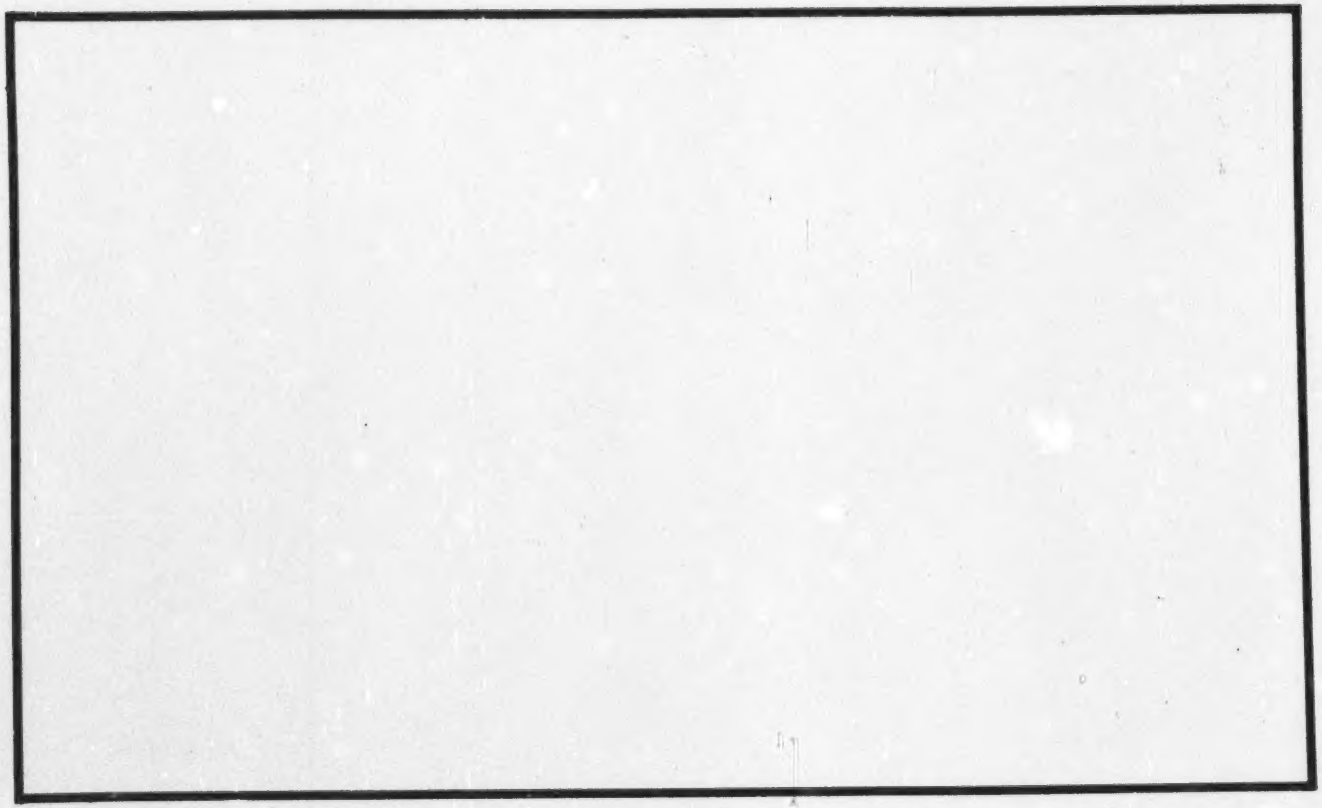
BASIC LABEL INFORMATION FOR FOODS



ALWAYS READ THE LABEL

Name of product

FRUIT COCKTAIL

IN HEAVY SYRUP
Cherries Artificially
Colored Red

INGREDIENTS:

DICED PEACHES, WATER, DICED PEARS, GRAPES, SUGAR, PINEAPPLE SECTORS, CORN SWEETNER, AND HALVED CHERRIES ARTIFICIALLY COLORED RED.

List of ingredients in decending order by weight

Total weight

NET WT. 30 OZ. (1 lb. 14 OZ.)
METRIC WT. 850 GRAMS

DISTRIBUTED BY BEST PACKING CO.
NEW TOWN, VA. 11223 U.S.A.

Name and Address of Packer, Manufacturer or Distributor

ADDITIONAL LABEL INFORMATION FOR FOODS

INGREDIENTS

DICED PEACHES, WATER, DICED PEARS, GRAPES, SUGAR, PINEAPPLE SECTORS, CORN SWEETNER, AND HALVED CHERRIES ARTIFICIALLY COLORED RED

FRUIT COCKTAIL

IN HEAVY SYRUP
Cherries Artificially
Colored Red

NET WT. 30 OZ. (1 lb. 14 OZ.)
METRIC WT. 850 GRAMS

DISTRIBUTED BY BEST PACKING CO.
NEW TOWN VA. 11223 U.S.A.

ALWAYS READ THE LABEL

Brand Name →

ALPHA
brand

NUTRITIONAL INFORMATION PER SERVING

SERVING SIZE	1 CUP
SERVINGS PER CONTAINER	3½
CALORIES	170
PROTEIN	1 GRAM
CARBOHYDRATES	46 GRAMS
FAT	0 GRAMS

← Nutritritional Information

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

PROTEIN	*	NIACIN	4
VITAMIN A	8	CALCIUM	*
VITAMIN C	8	IRON	2
THIAMIN	12	PHOSPHORUS	2
RIBOFLAVIN	2	MAGNESIUM	2

*CONTAINS LESS THAN 2% OF THE U.S. RDA OF THESE NUTRIENTS.

Statement of Grade →

U.S. GRADE A FANCY

REFRIGERATE CONTENTS AFTER OPENING

↑ Storage Suggestion

TEXT OF THE SCRIPT FOR THE SLIDES

The instructor may use the following script for the slides, *Labels For Food*, or develop his own appropriate commentary.

	Script		Slide
(1)		(1)	Credit slide
(2)		(2)	Presents
(3)	Labels For Food	(3)	Title slide
(4)		(4)	Credit slide
(5)	Being a wise shopper is not as difficult as you might think, but it does take some extra time and effort. However, there are many tools available to make the task easier. One of the best tools is the label. Read the label to find out what's in the package, how much it contains, what to use the contents for, and what you are actually buying. The Federal Food, Drug, and Cosmetic Act requires that all food shipped across state lines be clean, fit to eat, and labeled. Let's look at what is required to be on a label.	(5)	Read the Label
(6)	First, the law requires that the name of the product must be on the label, and the name must clearly describe the finished product. For instance, frankfurters aren't just frankfurters. They're "All Beef" if only meat from beef animals has been used. Franks labeled as "All Meat" can be a combination of meats such as beef, pork, and mutton. If the franks contain cereals, however, they must be labeled as "Frankfurters, Cereal Added." Thus, it is necessary to read not only the product name but also the description under the name. This is particularly important if you or other members of your family are on a special diet which would limit or restrict certain foods.	(6)	Different types of frankfurters

Script	Slide
(7) Are you buying fruit "juice," "fruit drink," or "juice cocktail"? Juice must be "the natural liquid squeezed from mature fruit." If it's juice, the label will say so. "Drinks," "nectars," "juice drinks," "punches," "juice cocktails" usually contain larger amounts of sugar and water than pure juices. You decide what you want and be sure that is what you are paying for: orange juice or a man-made, orange-flavored drink with water and sugar the chief ingredients. Another example would be "chocolate drink" or "chocolate milk." The "drink" may be made from skim or partly skim milk, while "chocolate milk" must be made with whole milk.	(7) Cans of fruit juice and fruit drinks
(8) You have probably noticed that some labels have a list of ingredients and some don't. By law, certain products, such as jams, mayonnaise, bread, macaroni, and canned fruits and vegetables have standards that prescribe the ingredients to be used. These standards set required and optional proportions, as well as their preparation and characteristics. If a manufacturer follows the prescribed standards, he need not list the ingredients on the label.	(8) FOOD PRODUCTS <u>With</u> STANDARDS
(9) However, if the product has not been standardized, the law requires that the ingredients must be listed, and they must be listed in the order of amounts used. The ingredient weighing the most must be listed first, and so on.	(9) FOOD PRODUCTS <u>Without</u> STANDARDS
(10) For instance, here is the information from three different frozen chicken pie labels. In Brand 1, the ingredient present in greatest amount and listed first is chicken broth; next, enriched flour, chicken meat, shortening, and so on. In Brand 2, the order is chicken broth, chicken meat, then chicken skin.	(10) FROZEN *Chicken Pie*

	Script	Slide
	Brand 3 has chicken broth, chicken, peas, carrots, and so on. If you like chicken skin, you know which brand to buy.	
(11)	The style of the pack is the next labeling requirement. The style of the pack often influences price greatly, as you can see with the tomatoes. If you're making a sauce, where the tomatoes will be crushed anyway, why pay the premium price for whole, firm, fully packed tomatoes? Buy according to the use you have in mind. Using tomato pieces instead of whole tomatoes saves 33 percent. Most canned fruits and vegetables have standards of quality set by the Federal Food and Drug Administration. These are minimum standards and establish specifications for such things as tenderness, color, and freedom from defects.	(11) Using TOMATO PIECES instead of WHOLE TOMATOES
(12)	Closely related to the style of the pack is the required statement of packing liquid. If it's tuna fish, is it packed in water or vegetable oil? In the case of fruit, the label must tell you whether it is light syrup or extra heavy syrup. The extra heavy as well as the heavy syrup just has more sugar in it and fruits packed that way will usually cost more than those packed in light syrup. Here again, it pays to read the label.	(12) Cans of peaches
(13)	Quantity of the contents is still another important bit of information. The label must state the actual weight of the ingredients, not including the weight of the package or container. Since July 1, 1967, the law also provides for double listing of the weight of the contents. For instance, now a can or package holding 1 pound, 13 ounces states also that this is 29 ounces. Double listing of weight applies to all containers up to 4 pounds or 1 gallon.	(13) Package of ham and a can of peaches

Script	Slide
(14) Statements of quantity, style of pack, and ingredients are supposed to be easy to see and understand, and the Food and Drug Administration enforces these labeling requirements. One of the shortening manufacturers, some time ago, decided to make lighter, fluffier shortening, so he whipped in more air. Of course, more air meant less shortening in the can, and this made the can weigh less. When the new lighter, fluffier shortening came on the market, it only weighed 2 pounds, 10 ounces, instead of 3 pounds like other cans of the same size. The label did not call sufficient attention to this drop in weight, so the Food and Drug inspectors called back the cans. They asked that the manufacturer prepare new labels to make the weight change more noticeable to consumers. Don't let the shape or size of the container deceive you. Compare the net weight and the price. You must be a constant label watcher if you wish to become a wise shopper.	(14) Cans of shortening
(15) There are additional legal requirements when they apply. If chemical preservatives, as highlighted here, or artificial flavoring or coloring are used, they must be stated. Regulations also have been established regarding labeling of some foods for special dietary uses. The label must not give details that are false or misleading. The package must not deceive the consumer as to what or how much is in the package. Any picture or vignette on the label must be an honest representation of the food in the package.	(15) Ingredients

Script	Slide
(16) Here is a sample label that shows the information we have been discussing: name of the product, style of the pack, ingredients (if the product is not standardized), and quantity of contents. The name and address of the manufacturer, packer, or distributor is another statement required on the label. You may want to thank him for a very fine product or to complain about poor quality. Most packers welcome such reports. Since July 1967, the law requires that any manufacturer who wishes to state the number of servings in his package must also give the net content of each serving, such as "yields three seven-ounce servings." This information enables the wise shopper to buy a quantity that will be sufficient to feed her family, without wondering if she has enough only to serve sparrows or her growing teenage boys. Some manufacturers give additional information such as directions, recipes, and approximate cupfuls. If the manufacturer expects to export his product, he may state the net weight in grams. Read the label. It helps you make the best choices for your family, for your purpose, and for your pocketbook.	(16) A food label

GRADES

FOR FOOD

FOOD PURCHASING

GRADES FOR FOOD

Grade designations for many food products have been established by the United States Department of Agriculture. These designations identify uniform standards which offer a reliable guide to the quality of the various products. Some states, including New York, have developed standards similar to the ones established by the USDA. Also, many large food processing companies have their own grading systems. To indicate quality difference, the companies assign various brand names to the same product.

The use of USDA grades is not mandatory, but many retailers use them to identify levels of quality of different food products. The consumer can use these grades as a guide for comparing prices of the same food product at different stores. Also, if a consumer understands and recognizes the different characteristics of the various grades, he is able to judge more accurately the value of ungraded food products such as fresh vegetables. The ability to use grades as a guide to the quality of food products can assist the consumer to make wise choices and thereby receive the best value for his money.

Objectives

When the participant completes the topic of instruction, he will be able to:

- select food products by using government grades and marks
- choose the right quality food product for a specific recipe or menu by utilizing government grades
- judge the quality of food products when these products are not graded

Motivating Procedure

Show the overhead transparency of the USDA grade symbols for butter, poultry, canned fruits and vegetables, eggs, and meat found on page 39. Directions for making a transparency may be found on page 53. Ask participants to identify the food product associated with each mark. Use transparency overlay found on page 40 to explain what each symbol means.

Learning Experiences

- Display examples of different grades of various food products such as tomatoes, peaches, eggs, and meat cuts. Have participants point out the differences they see among the grades of each product and

suggest uses for each. Also, compare the prices of the different grades of the same product.

- Explain the characteristics of the various USDA grades for dairy products, poultry, fruits and vegetables, eggs, and meat. Use such references as *How to Buy Food, Lessons Aids for Teachers; How to Buy Food, A Bilingual Teaching Aid;* and *How to Buy* pamphlets. Obtain copies of *How to Use USDA Grades in Buying Food* to distribute to participants as take-home material.

- Explain how to use the USDA grades as a guide to selecting quality products when shopping.

- Take a field trip to a supermarket and ask the individuals in charge of the different departments to explain the criteria used to grade fresh fruits and vegetables, meats, canned goods, and dairy products.

- Prepare and duplicate the sheet, Which Grade Would You Use, found on page 41. Have participants identify the grade of food they would select for each situation suggested. After participants identify the grades they would use, have them indicate the reasons for their choices. Discuss how money can be saved by selecting the appropriate grade for a specific situation such as using lower grade products for stews and sauces and using higher grade products when shape, color, and texture are important.

Suggestions for Appraisal of Learnings

- Have participants indicate ways they have been able to save money when they shop by using USDA grades as a guide to quality. Encourage participants to share methods they use in selecting ungraded or store-graded products. As participants exchange ideas, the instructor can appraise individual progress and review any information that needs to be reinforced.

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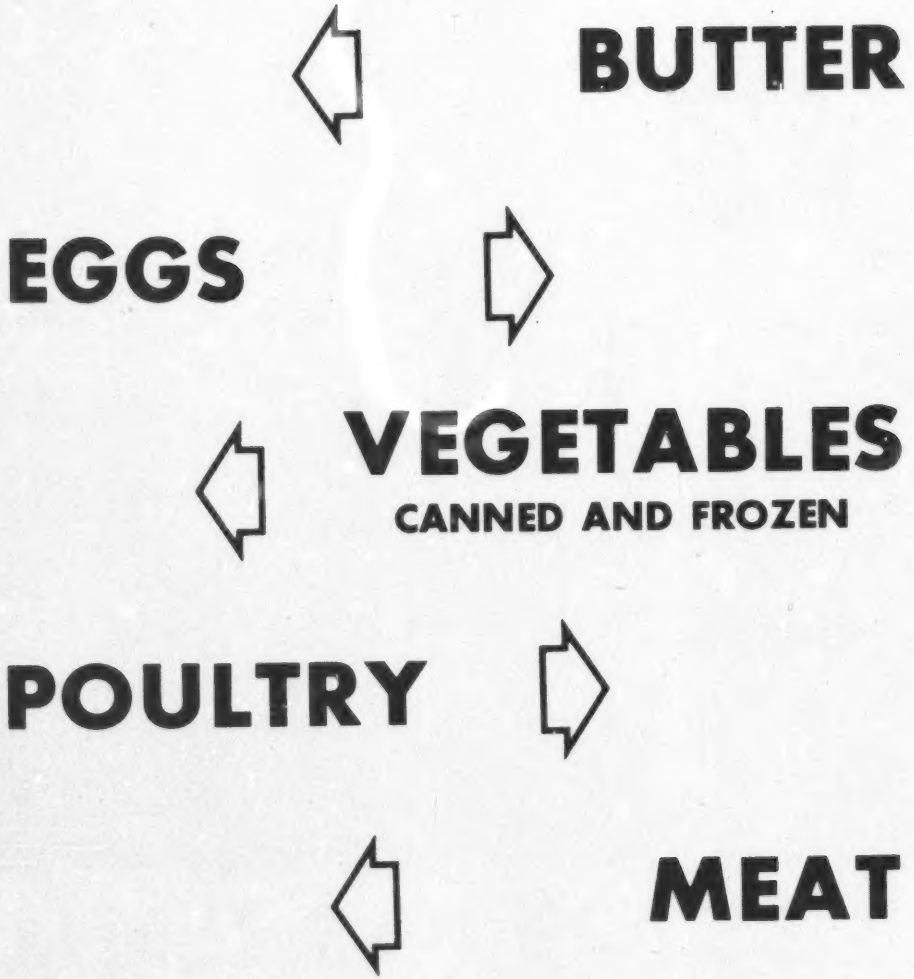
Mark of quality. U.S. Department of Agriculture. 1968. 13 min. sound. color. Rent - Film Library, Cornell U., Ithaca, N.Y.

Mark of wholesome meat. U.S. Department of Agriculture. 1963. 18 min. sound. color. Rent - Film Library, Cornell U., Ithaca, N.Y.

CAN YOU IDENTIFY THESE SYMBOLS?


BUTTER
EGGS
VEGETABLES
CANNED AND FROZEN
POULTRY
MEAT

WHICH GRADE WOULD YOU USE?

Directions: Write in the space provided the product grade you would select for each of the situations. Be ready to explain the reasons for your selections.

Food Product	Grade to Use
• Poultry for creamed chicken	_____
• Peaches for a fruit salad	_____
• Eggs for baking or scrambling	_____
• Eggs for frying or poaching	_____
• Poultry for a holiday	_____
• Steak for broiling	_____
• Apples for baked apples	_____
• Peaches for a cobbler	_____
• Apples for applesauce	_____
• Beef for a stew	_____

BRANDS

OR
FOOD

FOOD PURCHASING

BRANDS OF FOOD

Modern advertising practices have resulted in the emergence of easily recognizable brand names and slogans for various kinds of food products. Most food markets stock name brand as well as store brand products. Thus, in order to make intelligent selections, the consumer needs to be knowledgeable about the merits of the various brands he finds in the stores where he shops.

Objectives

When the participant completes the topic of instruction, he will be able to:

- distinguish between store brands and name brands of food products
- utilize brand names effectively to select food products which meet his needs

Motivating Procedure

Display both a store brand and a name brand of such food products as peaches, fruit cocktail, peas, and corn. In each case label the products A and B. Have participants indicate their personal preference for the products relative to such items as color, texture, taste, uniformity of size and shape, and type of pack and syrup. In order to have valid results, be sure the products are of equivalent quality. After participants rate the different products, reveal the cost of each and which are name brand and which are store brand products. Discuss with participants their preferences in relation to use and cost.

Learning Experiences

- Ask participants to name as many brands as they can recall for a common food such as coffee, peanut butter, or corn, and record the names on the chalkboard or overhead transparency. Prepare and use the overhead transparencies, What is a Brand?, Name Brand Products, and Store Brand Products, found on pages 45 to 47 to help explain these terms. Directions for making transparencies from printed masters may be found on page 53. After the discussion have participants identify whether the names they gave are store brands or name brands. Show the overhead transparency, Reminders About Brands, found on page 48 to summarize the discussion. Prepare and distribute the folder on Brands found on pages 49 to 50 as take-home material. Emphasize the fact that the final choice of any specific brand is solely the responsibility of the consumer.

- Show the transparency on Name Brand Slogans found on pages 51 and 52. Have participants identify the food product related to each slogan. Explain how the manufacturers use brand names and slogans to influence the consumer's selection of specific products.

- Suggest that participants at home compare some common name brand products with store brand products which they purchase regularly. Have them consider such factors as flavor, appearance, smell, type of pack, quality, and price. Emphasize that comparisons must be made with equivalent products. Encourage participants to share their findings with the group. Be sure participants realize that one person's reasons for selecting a specific brand may be valid for him but these same reasons might not be right for another person. Point out that the final selection of any brand of food rests entirely with the individual.

- Take a field trip to a supermarket and ask the manager to point out examples of name brand and store brand products he has in the store. Have him explain the advantages and disadvantages that he sees for the consumer in purchasing by brand name. Have participants ask questions and discuss concerns they have regarding brands.

- Prepare a bulletin board or make a collage of labels that participants bring in showing various name brand and store brand products. Have participants identify store brands and the stores where these products may be purchased.

Appraising Learnings

- Have participants share their findings in comparing various brand names of food products. Have them discuss the advantages and disadvantages of various store brands and name brands they have used and how this information has influenced their purchasing of food products.

Instructor References

BOOKLETS

Brand Names Foundation, Inc. *Where to find out; a consumer information directory.* New York, N.Y. The Benjamin Co., Inc. 1973.

PERIODICALS

Name brands vs. house brands. Changing Times. 27: 25-28. August 1973.

Public's crush on private labels. Time. 98: 79-80. October 4, 1971.

Story behind Betty Crocker. Changing Times. 26: 20. March 1972.

FILM

Be a better shopper: name brands/store brands. New York State College of Human Ecology. 27 min. sound. b & w. Rent - Film Library, Cornell U., Ithaca, N.Y.

WHAT IS A BRAND?

A BRAND IS A NAME, SYMBOL, OR SLOGAN USED BY FIRMS TO IDENTIFY AND PROMOTE A PARTICULAR PRODUCT WITH A SPECIFIC QUALITY.

COMPARE BRANDS – SAVE MONEY

- DETERMINE HOW YOU PLAN TO USE THE PRODUCT
- COMPARE QUALITY AND PRICE OF DIFFERENT BRANDS
- SELECT THE BRAND THAT BEST MEETS YOUR NEEDS

NAME BRAND PRODUCTS

- NAME BRAND PRODUCTS ARE ASSOCIATED WITH A SPECIFIC MANUFACTURER, PROCESSOR, OR PACKER.

- NAME BRAND PRODUCTS ARE SOLD NATIONWIDE, AND THEIR ADVERTISEMENTS ARE SEEN ON TELEVISION AND IN NATIONAL MAGAZINES AND HEARD ON RADIO.

- NAME BRAND PRODUCTS ARE GENERALLY STANDARDIZED AND SOLD IN JUST ONE QUALITY.

- NAME BRAND PRODUCTS OFTEN COST MORE THAN THOSE THAT ARE LESS ADVERTISED.

STORE BRAND PRODUCTS

- STORE BRAND PRODUCTS ARE ASSOCIATED WITH THE STORE OR CHAIN IN WHICH THEY ARE SOLD.

- STORE BRAND PRODUCTS ARE ADVERTISED AND SOLD LOCALLY.

- STORE BRAND PRODUCTS CONTAIN AS GOOD FOOD AS THE BETTER KNOWN BRANDS, WHEN COMPARED ON AN EQUIVALENT BASIS.

- STORE BRAND PRODUCTS OFTEN COST LESS THAN WIDELY ADVERTISED BRANDS.

REMINDERS ABOUT BRANDS

- THERE IS LITTLE DIFFERENCE IN FOOD VALUE BETWEEN STORE BRAND AND NAME BRAND FOOD PRODUCTS.

- MOST FOOD STORES STOCK BOTH NAME BRAND AND STORE BRAND PRODUCTS ON THEIR SHELVES.

- USUALLY A NAME BRAND FOOD PRODUCT COSTS MORE THAN AN EQUIVALENT-QUALITY STORE BRAND PRODUCT.

- ESTABLISH THE QUALITY NECESSARY FOR A SPECIFIC USE OF A PRODUCT AND THEN COMPARE BRANDS TO FIND THE ONES THAT MEET OR EXCEED THE SELECTED STANDARD.

- TO FIND THE BEST BUY CONSIDER QUALITY, INTENDED USE, AND PRICE OF THE FOOD PRODUCT.

REMINDERS ABOUT BRANDS

- There is little difference in food value between store brand and name brand food products.
- Most food stores stock both name brand and store brand products on their shelves.
- Usually a name brand food product costs more than an equivalent-quality store brand product.
- Establish the quality necessary for a specific use of a produce and then compare brands to find the ones that meet or exceed the selected standard.
- To find the best buy for any food product, it is necessary to consider quality, intended use, and price.

BRANDS

A brand may be a name, symbol, or slogan used by a manufacturer, packer, or processor to identify a particular product that has a specific quality. By capturing the consumer's attention, the brand name serves as a reminder to purchase the product made by a specific company. The producer also uses the brand name to promote the sale of this product through local, regional, and national advertising.

The consumer needs to establish how he plans to use a specific product. Next, he should compare various brands to determine which ones best meet his needs. Then, he should select the brand that is the most economical for the quality desired.

NAME BRAND PRODUCTS

- Name brand products are associated with a specific manufacturer, processor, or packer.
- Name brand products are sold nationwide, and their advertisements are seen on television and in national magazines and heard on radio.
- Name brand products are generally standardized and sold in just one quality.
- Name brand products often cost more than those that are less advertised.

STORE BRAND PRODUCTS

- Store brand products are associated with the store or chain in which they are sold.
- Store brand products are advertised and sold locally.
- Store brand products contain as good food as the better known brands, when compared on an equivalent basis.
- Store brand products often cost less than widely advertised brands.

NAME BRAND SLOGANS

CAN YOU IDENTIFY THE WELL-KNOWN BRAND AND PRODUCT THAT MATCHES EACH SLOGAN?

WHEN IT RAINS, IT POURS.

"KITCHEN-TESTED"

GOOD TO THE LAST DROP

FIT FOR A KING

BABIES ARE OUR BUSINESS

"FROM CONTENTED COWS"

THE BRISK FLAVORED TEA

"BREAKFAST OF CHAMPIONS"

57 VARIETIES

IF YOU THINK IT'S BUTTER, BUT IT'S NOT

MORTON SALT

CARNATION MILK

GOLD MEDAL FLOUR

LIPTON'S TEA

MAXWELL HOUSE COFFEE

WHEATIES

IMPERIAL MARGARINE

HEINZ FOOD PRODUCTS

GERBER'S BABY FOOD

CHIFFON MARGARINE

MAKING THERMOCOPY TRANSPARENCIES

The masters included in this publication can be quickly and easily made into transparencies for overhead projection by the use of the thermal copy process. The process is simple but does require a special copying machine. These machines are widely distributed so if the center does not have one, it should not be difficult to locate one that can be used.

To make a transparency follow the directions for the specific thermocopy machine you are using. In general, these directions include the following steps:

1. Set the exposure dial for the appropriate density level in order to get a good transparency.

2. Place a specially coated sheet of transparency film over the master. Be sure the notch of the film is in the upper right-hand corner.

3. Insert both the special film and the master into the exposure opening of the copying machine with the film side up.

   If the transparency is too light, set the exposure dial to a darker setting. If the transparency is too dark, set the exposure dial to a lighter setting. If the image from the reverse side of the master appears, move the exposure dial to a lighter setting.

4. Mount the completed transparency in a special cardboard mount. The mount serves to protect the film, provides a place to hinge any overlays that are used, gives space for writing notes, and makes handling and storing easier. Fasten the film to the mount with pressure-sensitive tape.

   Overlays are attached to the top side of the mount with tape or special overhead transparency hinges. When overlays are to be projected in the same order each time, they all may be hinged to the same edge of the mount. If the presentation order varies from time to time, attach each overlay to a different edge of the mount. After attaching the overlay, check its position to be sure that it is properly alined with the base transparency.

SOURCE LIST

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New York, N.Y. 10022

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International Plaza
Englewood Cliffs, N.J. 07632

Better Homes and Gardens
Reader Service Dept.
1716 Locust St.
Des Moines, Iowa 50336

Betty Crocker Film Library
General Mills Film Center
Box 1113
Minneapolis, Minn. 55440

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1725 Eye St. NW.
Washington, D.C. 20006

National Canner's Association
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